LESSON TITLE: GROUP LEADERSHIP PROBLEM (GLP) #1

LESSON OBJECTIVES:

GLPs are designed to build leadership and teamwork skills. These skills are important for everyone regardless of whether or not they continue in CAP.

TEACHING METHOD: Informal Lecture and Student Exercises

CONTACT HOURS: 1 Hour

READING:

A Handbook of Structured Experiences for Human Relations Training, Vol I, edited by J. William Pfeiffer, 1974

READING RATIONALE:

Many GLPs have been adapted from this source. This is a reading that may help the instructor prepare for this lesson.

MATERIALS REQUIRED: A set of broken squares for each group member prepared according to the attached instructions. A copy of the Missile Guidance System Assembly Observer Instruction Sheet and Missile Guidance System Group Instructions for each group.

LESSON OUTLINE:

Strategy: Students will work as a team, communicate as part of the process, and complete one of the three provided group leadership problems (each GLP takes approximately 1 hour to complete).

Process: Divide the class into groups of six. Each group will have five participants and an observer. If you only have enough students for two groups, you will be the only observer. Each group should be at its own table, or have its own area to work in, so other groups can't see their problem-solving process.

Give each group the envelopes (five) containing the broken squares and have members distribute them among themselves. The envelopes are not to be opened until the exercise begins. Give the observers copies of the missile Guidance System Assembly Observer Instruction Sheet and allow them to read it.

Give each group a copy of the Missile Guidance System Group Instructions and read them to the group(s) as they read along. Answer any questions that arise. Following any questions, tell the participants to begin.

You should monitor group progress and make sure the rules are enforced. In addition, you should watch for the following things:

1. Does each individual understand the total problem?
2. Does each individual understand how he/she can contribute toward solving the problem?
3. Is each individual aware of the potential contributions of other individuals?
4. Is the group paying attention to their own work, or are they trying to see what the others are doing?

After time is up, gather the class together and review and critique the exercise. Your discussion will depend on what the groups did and how they did it.

Variations – 1) The five-person teams can be given consultation assistance by the observer/judge or by one appointed member of the team. This may be a person who has done the exercise before. 2) Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary. 3) An inter-group competition can be established, with appropriate recognition to the group that solves the problem first. 4) Members may be permitted to talk during the problem solving, or one member may be given permission to speak. 5) Members may be permitted to write messages to each other during the problem solving.

LESSON INTEGRATION AND RATIONALE:

This lesson is designed to help cadets build leadership and teamwork skills.

LESSON OPR: National Headquarters, Civil Air Patrol

This lesson last revised: 23 April 2002

This GLP was adapted from HQAFROTC's Curriculum Department, Maxwell AFB, AL

MISSILE GUIDANCE SYSTEM ASSEMBLY
GROUP INSTRUCTION SHEET

Each of you has an envelope that contains pieces of the missile guidance systems. The pieces form squares. When the instructor gives the command to begin, the task of your group is to form **FIVE SQUARES OF EQUAL SIZE**. The task will not be completed until each individual has before him/her a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during the project:

1. **No members of the group may speak.**

2. **No member may ask another member for a piece or in any way signal that another person is to give them a piece. Members may voluntarily give pieces to other members.**

MISSILE GUIDANCE SYSTEM ASSEMBLY
OBSERVER INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.

2. Participants may **give** pieces directly to other participants but may not **take** pieces from other members.

3. Participants may not place their pieces into the center for others to take.

4. It is permissible for a member to give away all the pieces to his/her puzzle even if he has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?

2. Does anyone finish "his/her" puzzle and then withdraw from the group problem solving?

3. Is there anyone who continually struggles with the pieces, yet is unwilling to give any or all of them away?

4. How many people are actively engaged in putting the pieces together?

5. What is the level of frustration and anxiety?

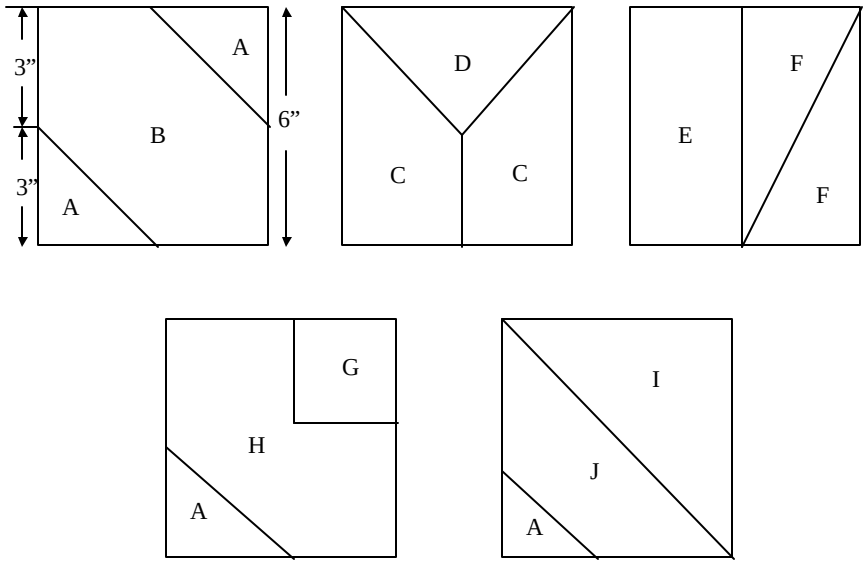
6. Is there any turning point at which the group begins to cooperate?

7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of thin cardboard or construction paper cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6” x 6”. Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



The lines should be drawn so that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6” x 6”. After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard or construction paper.